

GENERAL INFORMATION FOR ALL GRADES

This week, we are going to study the period of American history that many historians call the pre-Revolutionary War era, or the “calm before the storm.” This is a complex time, when, in the space of twelve years (1763 to 1775), about three million British subjects turned from a feeling of excitement and pride in being a part of the most powerful empire on earth to desiring to separate themselves from that empire—or lose their lives in the attempt! This week’s study is about this change of heart.

You will read different accounts of this period from different authors. Some will say that economics was the main reason that colonists came to wish for independence from Great Britain. Others will say that it was the principle of constitutional government and a love of freedom more than any other single element. The truth is that this was a complex time, and people fought the Revolutionary War for a variety of reasons. Economics, love of civic freedom, a desire to move west, a passionate desire to keep what hard work and sacrifice had carved out, love of adventure, a fear of tyranny, and a desire for religious freedom—all these motivated various individuals to join across social and religious lines and array themselves against the mightiest army of Europe. Other American colonists, the royalists, had no particular love for political independence or animosity towards the king of Great Britain at all. There were also those who had no say in the course of events: black slaves, indentured servants, and Indians.

Why did the majority of colonists who had a voice decide to rebel? Great Britain had been fighting wars with European adversaries on and off for the last 75 years. After the decisive French and Indian War (and Seven Years’ War) concluded, King George III and the British Parliament had peace in Europe *and* huge war debts to pay. They felt that their prosperous colonies had been well defended by British soldiers and capital. As a result, they determined to govern these hard-won colonies much more strictly and extract more revenues from them.

For their part, the colonists had just finished fighting shoulder to shoulder with the British against the French and the Indians. They had seen first hand the weaknesses of the redcoats and had also experienced heady feelings of success from the laudable performance of their own troops. There was thus a growing feeling in the colonies that they didn’t really need the help of their mother country anymore. Remember those very different regions of the colonies and the failed Plan of Union devised in the Albany Congress. It seemed that it would take a lot to forge a sense of unity and true nationalism in the colonies, but the French and Indian War successes, coupled with new British policies towards their colonies, went a long way in helping American nationalism and unity to grow. Added to the preaching of George Whitefield and the spiritual preparation of the Great Awakening, the mix of emotions and events produced enough unity and resolve in the colonies to ignite the Revolutionary War.

As usual, we aren’t just watching events in America unfold. We are also keeping an eye on what people were doing in Europe, and around the world. During this period, scientific discoveries and journeys of exploration were still being made. An important invention that was to give rise to the Industrial Revolution—the steam engine—was invented by James Watt in Great Britain, while in France, Antoine Lavoisier discovered oxygen. As part of a scientific voyage to help determine the earth’s distance from the sun, James Cook explored the South Pacific and discovered Australia, which he claimed for Great Britain. Meanwhile, the Prussian, Austrian, and French monarchs were struggling with money problems resulting from the Seven Years’ War. Catherine the Great of Russia was trying to expand her borders. With Prussia and Austria, Russia partitioned and engulfed the helpless Poland. Catherine also warred with the sultan of the Turkish Ottoman Empire, attempting to gain warm-water ports for Russia’s shipping needs.

It’s a busy week ahead with lots going on. No one can learn it all, so not all students will cover the topics we mention above. That’s OK! You’ll get it on your next time through this period. Just ask your teacher what your focus should be this week, and work at learning what she directs you to study!

LOWER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Continue making your display board that examines the various aspects of cooking in colonial America. This week, concentrate on specialty recipes of each of the three colonial regions. (Week 3 of 9)
2. Make a poster that illustrates foods that are a specialty in your state or region.
3. Compare and contrast homemade biscuits, canned biscuits, and frozen biscuits.
4. Learn the words to "Amazing Grace," which was written by John Newton.

From *Hasty Pudding, Johnnycakes, and Other Good Stuff*:

5. Make New England clam chowder, potato cakes, or homemade biscuits.

GEOGRAPHY

1. Do you remember where Boston is located? If not, look it up on a resource map.
2. Find Philadelphia on a resource map. Why do you think that the colonists held important political strategy meetings in Philadelphia?
3. With your teacher's help, find out how long it took to ride from Philadelphia to Boston. Why would this have been important in the unfolding of events in 1775?
4. How long did it take the average ship to cross the Atlantic Ocean to England? Discuss with your teacher how this would have affected events from 1763-1775.

LITERATURE

There is no Literature assignment for this week.

A - ma - zing grace, how sweet the sound, that saved a wretch like me I

once was lost but now am found, was blind but now I see.

UPPER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Continue keeping your notebook about the experiments that you do for your hands-on activities. (Week 3 of 9)
2. Work more on your display board about Benjamin Franklin. This week, add information about the Franklin stove. (Week 3 of 9)
3. Plan a field trip to a local weather station and learn how weather is forecasted.
4. Make a poster that describes and illustrates meteorological instruments.
5. Learn the words to “Amazing Grace,” which was written by John Newton.

From *The Ben Franklin Book of Easy and Incredible Experiments*:

6. Using your skills of observation, draw a picture of the outside sky. After you make your drawing, on the same piece of paper, make notations about the weather.
7. Begin making your own weather station. This week, make a thermometer, barometer, and wind vane. (Week 1 of 2)
8. Do an experiment to learn about air pressure.

GEOGRAPHY

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LITERATURE

Worksheet for *The Arrow Over the Door*, by Joseph Bruchac

Complete the following charts for each of the first four chapters.

CHAPTER 1: ANSWER THE FOLLOWING QUESTIONS.

1. Who are the two boys who played together three years ago? _____
2. What is the setting of this chapter? _____
3. What does Nathaniel call the Quakers? _____
4. What do the Quakers teach about fighting? _____
5. What does Samuel feel about the fighting? _____

CHAPTER 2: IDENTIFY THE FOLLOWING CHARACTERS.

1. I am a tall Indian and at one time was an altar boy. _____
2. I have a scar across my temple and a birthmark on my right cheek. _____
3. I am tall, have gray hair, and smoke a pipe. _____
4. I am a French priest who lives among the Indians. _____

CHAPTER 3: ANSWER THE FOLLOWING QUESTIONS ABOUT THE SETTING.

1. On which day and month does this chapter occur? _____
2. Where does Samuel go to find solitude? _____
3. How are some farmsteads described because of the thick wooden doors that are double-barred?

4. Why does Samuel dislike the lower field? _____
5. What is along the edge of the lower field? _____

CHAPTER 4: SETTING, PLOT, OR CHARACTERIZATION?

1. "He could tell that his uncle was pleased that he was not forgetting to pray to the Creator and give thanks to Elder Brother Sun."

2. "The sound of a crow came from the wooded valley behind him."

3. "He was usually the one who took the lead, scouting ahead."

4. "There was mist over the waters of the pool where the deep spring bubbled up."

5. "He had never learned when to talk and when not to talk of certain things."

6. "If the Bostoniak try to fight us, we will know they are not loyal to their king, and we will attack them."

DIALECTIC LEVEL**HISTORY****Accountability Questions**

- Outline the specific events that elevated the tension between Britain and her colonies between 1763 and 1775. For each event, list the British point of view and the colonists' point of view.

<input type="checkbox"/> Stamp Act	<input type="checkbox"/> Boston Massacre	<input type="checkbox"/> Intolerable Acts
<input type="checkbox"/> Townshend Acts	<input type="checkbox"/> Boston Tea Party	<input type="checkbox"/> First Continental Congress
<input type="checkbox"/> Tea trick (Tea Act)		
- What were conditions like in Prussia, Austria, and France after the cessation of the Seven Years' War?
- Which countries divided up Poland among themselves?
- Why did Catherine the Great of Russia fight with the sultan of the Ottoman Empire?
- Which Austrian princess married the heir to Louis XV? When did this heir become Louis XVI?
- List three people who were involved in furthering scientific knowledge, exploration, or industrial production in the years between 1763 and 1778.
- Which three colonies did Spain plant in California between 1769 and 1776?

Thinking Questions

- What change in policy did George III and his ministers decide on after the French and Indian War (and Seven Years' War) were won? What were their reasons for this change?
- What seemed to be the primary objection that the colonists had to the policies that British homeland leaders enacted after the French and Indian War?
- What factors or events did God use to unify American colonists during the pre-Revolutionary War period?
- Scripture gives guidance to those who are in disagreement. Look at the following passages to see if any of these would have been helpful to either the colonists or King George III: Proverbs 15:1, Exodus 3:7, 1 Kings 12:14-16, 1 Timothy 5:1, Matthew 5:25-26.

FINE ARTS AND ACTIVITIES

- Continue your display board about colonial fashion. This week, focus on children's clothing. (Week 3 of 4)
- Make a poster or other visual display about early American flags.
- Learn the words to "Amazing Grace," which was written by John Newton.

From *Revolutionary War Days*:

- Using colored felt, make a "Grand Union" flag.
- Make a model of the Liberty Bell, using a flower pot for a mold.
- Create a stenciled floor cloth out of canvas.

GEOGRAPHY

- This week, you read about the Ottoman Empire and its conflicts with the Russian Empire. Look at a historical atlas for this week's time period and see the political boundaries for these two adversaries in the late 1700's.
- Russia, Prussia, and Austria partitioned Poland in 1772. Look in a historical atlas to see the boundary changes that resulted from this first partition of Poland.
- Given geographical locations, why would the Russians have vied with the Spaniards for control of California during the pre-Revolutionary War period?

CHURCH HISTORY

The Church in History, by B.K. Kuiper

There is one brief section assigned to you to read in our spine text, *The Church in History*. There are no follow-up questions this week.

LITERATURE

Worksheet for *Early Thunder*, by Jean Fritz

This week you will learn about a character's "experiment in living." This "experiment" is a choice that a character makes to live according to a particular way of thinking, believing, feeling, acting, and/or reacting. The reason the term "experiment" is used is because it is an experiment for the reader, who is waiting to see the outcome of the character's chosen way of living. Answer the following questions to discover more about Daniel's experiment in living.

1. **How** does Daniel react when asked if there is any tea in his house?



2. **How** does Daniel react when he observes the pile of slop on the top step of the church?



3. **What** does Daniel think about when he is alone in the room with Jonathon?



4. **How** does Daniel feel about his own reaction to Ding-Dong calling him a Tory?



5. **Why** do you think Daniel reacts as he does to the children who are tormenting the turtle?



6. **How** does Daniel act when Charlie tells him that he can't have anything to do with him because he is a Tory?



7. **How** does Daniel respond when the news comes from the king that he has ordered the port to be entirely blocked?



8. **Describe** Daniel's response to discovering that Peter Ray has become a Whig.



RHETORIC LEVEL**HISTORY****Accountability Questions**

Your assigned reading this week assumes that you have covered the pre-Revolutionary War period before in earlier years. If you have not, or if you need to review, use textbook readings or Internet links from the *Tapestry* website to outline the milestones on the road to the American Revolution. For each item listed below, note details about what it was (law, event, etc.), the years it spanned, and any constitutional arguments expressed about the item.

- | | |
|---|---|
| <input type="checkbox"/> Writs of Assistance | <input type="checkbox"/> Tea Act |
| <input type="checkbox"/> Stamp Act | <input type="checkbox"/> Boston Massacre |
| <input type="checkbox"/> Stamp Act Congress | <input type="checkbox"/> Boston Tea Party |
| <input type="checkbox"/> Committees of Correspondence | <input type="checkbox"/> Intolerable Acts |
| <input type="checkbox"/> Townshend Acts | <input type="checkbox"/> First Continental Congress |

Thinking Questions

- During this week's discussion, you may debate the issues you have studied in your reading. If you have a group, you may be divided into teams and/or assigned specific debate topics. If you are studying alone, you may be debating your teacher. Prepare well for this debate by studying the details of the escalating conflict (represented by the list in the Accountability Questions) between Britain and her colonies from both viewpoints.
NOTE: Ask your teacher for details before you start working on this assignment.
- William Pitt, the great war secretary of Britain during the War for Empire, supported the colonists' resistance to King George's new taxes. From your history readings this week, prepare to discuss Pitt's arguments.
 - Do you agree or disagree with Pitt? Why?
 - Try to discern why Parliament didn't listen to him, and prepare to share your observations in class. (This will take some extra research beyond what's assigned in the Reading Assignment Chart.)
- There are many Scripture references that instruct Christians how to think and act towards governing authorities. If anyone was committed to biblical conduct, it was the Puritans, yet the rebellion was most fervent in Boston, the heart of Puritan New England. How did these men reconcile their actions with Scripture? Using digital Bible searching software or a Bible concordance, find verses that talk about kings, government, and authorities. Prepare to discuss whether or not colonists were biblical in their resistance to British policies from 1763 to 1775.

GEOGRAPHY

- Your reading this week mentions the Ottoman Empire and its conflicts with the Russian Empire. Look at a historical atlas for this week's time period and see the political boundaries for these two adversaries in the late 1700's.
- Russia, Prussia, and Austria partitioned Poland in 1772. Look in a historical atlas to see the boundary changes that resulted from this first partition of Poland.

LITERATURE**Recitation or Reading Aloud**

The subject for recitation or reading aloud this week is yours to choose, with your teacher's approval, but you must do either a single short poem by Anne Bradstreet or Phillis Wheatley, or a portion of a longer poem (no less than 30 lines) by one of these ladies or by John Dryden.

Defining Terms

You should continue your index card bank of literary terms this week, and make a card for this term, if you do not already have it. Be sure to write down exactly what you see here.

- Occasional Poem: A poem written for a particular situation, person, or event.

Beginning Level

In class this week you will focus on and discuss several of your readings from *Frameworks*. Since you don't have any analysis exercises this week, pay careful attention to your reading assignments and take excellent notes in class. You never know what information might show up on an exam!

1. Thinking Question: Are the ideas of deism and the Neoclassical era worldview reflected in the characteristics of Neoclassical literature?
2. Thinking Question: If you had to choose between literature of the aristocratic age and literature of the democratic age, which would you pick?

Continuing Level

Do everything in the Beginning level, plus the following:

3. If your teacher assigns you to read selections on Dryden's literary theory in "Literary Criticism" on the *Loom*, you should think about the questions found at the end of those selections as you prepare for class.

CHURCH HISTORY

There is no Church History assignment for this week.

GOVERNMENT**Resolutions of the Stamp Act Congress (1765)**

1. What specific phrases does the Stamp Act Congress use to communicate its loyalty to King George III and Parliament?
2. The colonists claim all the "inherent rights and privileges" of natural-born British subjects. Which three rights do they specifically identify?
3. Explain what "no taxation without representation" means.
4. Congress mentions the right to trial by jury and complains about the jurisdiction of the admiralty courts. Can you figure out how these two items go together?
5. What economic arguments does Congress make? Do you think they are sound?
6. Do you think a citizen should submit to an unconstitutional law, seek its repeal, or both?

William Pitt's Speech Against the Stamp Act (1766)

7. Pitt says he has been charged with "giving birth to sedition in America." What is "sedition"? What is Pitt's defense?
8. Pitt's opponent in this debate had boasted of his "bounties to America." How does Pitt turn this claim back upon him?
9. Despite Pitt's opposition to the Stamp Act, he says he is no "courtier of America." How does he see the relationship between Britain and America?
10. In our reading last week, Adam Smith argued that trade provided the wealth that nations needed to carry on a foreign war. What firsthand evidence does Pitt offer that supports Smith's claims?
11. Does Pitt think Britain could beat America in a war? Does he think Britain should?
12. What is Pitt's concluding suggestion? Would you agree with it?

PHILOSOPHY

There is no Philosophy assignment for this week.